

**New York City College of Technology
Interdisciplinary Committee**

Application for Interdisciplinary Course Designation

Date February 8, 2021 (revised 3/30/21)

Submitted by Peter Catapano

Department(s) Social Science

I. Proposal to Offer an Interdisciplinary Course

1. Identify the course type and title:

An existing course HIS3208: US Immigration History

A new course _____

A course under development _____

2. Provide a course description: From the City Tech catalog” An examination of American immigration from the colonial period to the present. Emphasis is placed on examining the way race, ethnicity, class, gender and religion have shaped the lives of immigrants and their communities.”
Immigration will be considered from the perspectives of Legal Studies, Sociology, Ethnic studies, African-American studies, as well as social and cultural History. (To be added to ID course description).

3. How many credits will the course comprise? 3 How many hours? 3

4. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

ENG1101 and a previous history core course (which includes HIS1000 series or AFR1460 or AFR1461 or AFR1465 or 1466 or PRS1462

5. Explain briefly why this is an interdisciplinary course.

The subject matter and major themes of the course lend themselves to interdisciplinarity. Historians have relied on other disciplines in their research and teaching. For example, many history textbooks contextualize immigration around the term “push, pulls, and means.” The term was first introduced by sociologist E.G. Ravenstein over a century ago as a critical framework to evaluate why immigrants would leave their homelands to migrate to a new location. Social science data in the form of chart and graphs are common place in immigration history articles. Many of the learning units in the course apply sociological and other social science concepts to particular immigrants in specific historical contexts. I also include study of changing US immigration policy and law and its effect on immigration and naturalization. Issues in immigration lead to the larger political and cultural context central to ideas of

American identity. As a cultural historian, I use photography, literature, films, along with more “traditional” historical sources to broaden the meaning and influence of immigration on American society.

6. **What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?**

The overall theme of the course is US immigration and the lived experience of immigrants. For the macro questions of the push, pulls and means that have historically effected immigration levels in the US, the course emphasizes economic, political and social factors, including US immigration law. On the lived experience of immigrants, the focus is more on the sociological factors that address issues of assimilation and adjustment to American life. The course also addresses common immigration myths surrounding the uncritical understanding of America as a “nation of immigrants” by examining the lives of immigrants who continued to live transnational lives and often returned to their homeland. The course confronts the contractionary reaction to immigration in the US as a country that has both admitted comparatively large numbers of people, but has also inspired sometime violent anti-immigrant, nativist movements. Before the covid shutdown, I required student to conduct oral histories. Lately, I’ve assigned students to find oral history online. In either case, the student’s final essay requires critical examination of a single life through this commonly used social history source. They are required to do additional research in other allied fields as means to place the single life of one immigrant into the context of larger economic, sociological and political forces.

Highlights of various disciplinary methods used:

1. **Social History.** In addition to the oral histories of immigrants, students read primary source observations regarding immigrant life from Jacob Riis, Hector St. John Crevecoeur and others.
2. **Sociology.** The final exam is the application of a comparative framework of immigrant groups from sociologist Nancy Foner. I also use the sociologist E.G. Ravenstein’s laws of immigration to organize lecture and discussions throughout the semester. **Guest lecturer from Sociology/Social Science.**
3. **Statistical analysis and Social Science data.** Lectures and readings include multiple charts and graphs that are also often integrated into discussion and assessment. Student are expected to use some reference to statistical evidence as supporting evidence in their exam essays and their Immigrant Experience Essay.
4. **Legal studies and Political Science.** Students read about and discuss landmark Court decisions and immigration laws beginning with the very first set of Naturalization laws in 1792 and 1796. A guest lecture for Legal Studies is scheduled to present on more recent changes in immigration law. **Guest lecture from lecture for Legal and Paralegal Studies.**
5. **Ethnic and Cultural studies.** The course deals with major themes of race and ethnicity as it pertains to immigration and American identity. Readings both primary and secondary are assigned and discussed. Two guest lectures, one from African-American studies and another Sociologist for the Social Science department are scheduled to present on topics of black diaspora immigration and Asian immigration since World War II. **Guest lecture from African**

American studies Department. (Guest Sociologist is also a specialist in Asian American studies)

The list above is not exhaustive, for example, immigration studies generally also include labor and economic analysis. Much of the reading and discussion includes both, though it is not the primary focus of the course. Gender is also a category of analysis in a social history course such as this. However, the gender studies method is limited to lived experience of women, rather than a more theoretical frame in the course as it is presently taught. Since I try to use social and cultural histories of immigrants in New York City, I also include sources that would not be unfamiliar in an urban studies course.

7. Which general learning outcomes of an interdisciplinary course does this course address? Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

X Purposefully connect and integrate across-discipline knowledge and skills to solve problems

For students to understand, changing immigration policy, I plan to provide a historical overview of the change over time, with the more synchronic approach of legal studies and sociology that would be provided by scholars outside the field of history.

X Synthesize and transfer knowledge across disciplinary boundaries

Students would both be required to go beyond any guest lecture, by reading non-history, discipline specific work in the field of immigration. They would be expected to be able to discuss and integrate into their semester long oral history assignment.

X Comprehend factors inherent in complex problems

The field of immigration in any disciplinary context requires understanding the multiple factors involved in migration. In addition to overall emphasis on the “push, pulls and means” of immigration in its historical context, guest lecturers will provide their own disciplinary method of understanding the causes of immigration.

X Apply integrative thinking to problem solving in ethically and socially responsible ways

While I try to resist facile comparatives across times, the course lends itself to discussions about present problems in immigration. I will often raise the issue of what we can learn from historical events, while resisting the uncritical notion that historical events simply repeat themselves. Students will themselves raise reoccurring, unfolding ethical issues, especially during our Learning Units on asylum and refugee claims. Social responsibility is foreground as a theme in the Learning Units about immigration policy. The question of who is allowed to immigrant or to be naturalized always provokes discussion about social responsibility.

X Recognize varied perspectives

This course provides multiple opportunity for students to think about the various immigration and anti-immigration debate that have taken place across time. Many perspectives on changing

policies and changing attitudes toward immigrants is provided throughout the class and would only be further enhanced by scholars in field outside of the discipline of history.

X Gain comfort with complexity and uncertainty

The very phrase of “nation of immigrants” raises complex question. Many students themselves evoke this phrase with little critical thought, often implying all immigrants were poor with little education and came to the “land of opportunity” with their own free will to improve their economic and/or social status. However, what does such a phrase mean in a settler nation that conquered native Americans? Is colonial settlement a form of immigration? What about the forced migration of Africans? Are refugees fleeing famine or war truly voluntary immigrants? Historically, the poorest of the poor did not have the means to immigrate to the US. Many immigrants, especially since World War II, have been highly educated. How do these facts disrupt popular assumptions These are just a few of the complex questions raised in reading and discussion.

X Think critically, communicate effectively, and work collaboratively

All units of course have a discussion component that includes required commenting on other students’ ideas. There is also multiple writing assignment that require critical thinking and effective communication.

X Become flexible thinkers

One of my goals is to have students question some popular assumption about immigrants and immigrations. I believe exposure to a variety sources and disciplinary methods will also challenge students to think about immigration from fresh perspectives.

Other

General Education Learning Goals for City Tech Students

- **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
- **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
- **Integration:** Work productively within and across disciplines.
- **Values, Ethics, and Relationships:** Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

8. How does this course address the general education learning goals for City Tech students?
- 1.) Student are required to read from a variety of sources and to create threads and comments on discussion board. Guest lectures would provide additional disciplinary perspectives. [Knowledge]
 - 2.) Students are required to analysis primary sources in their discussion and essay assignments. [Skills]
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- 3.) Students are required to conduct research on immigration sources across time and fields for their final essay assignment. [Skills, Integration]
 - 4.) Students are required in discussion and writing assignment to think about immigration in global terms. Although this course is organized around US history, students are required to research the nation of origins of at least one group of US immigrants. The reading and assignments also touch on significant moral, personal, and ethical issues. The course has a unit on refugee and asylum that studies the topics from both the policy and personal levels. [Values, Ethics, and Relationship]
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9. Which department would house this course¹? Social Science Department

Would all sections of the course be interdisciplinary? No Yes

a) Would the course be cross-listed in two or more departments? No Yes

Explain.

b) How will the course be team-taught²? Co-taught Guest lecturers Learning community
If co-taught, what is the proposed workload hour distribution? _____

Shared credits Trading credits

If guest lecturers, for what approximate percentage of the course? Minimum 20%³ other: ___%

Please attach the evaluation framework used to assess the interdisciplinarity of the course.⁴

c) What strategies/resources would be implemented to facilitate students' ability to make connections across the respective academic disciplines?

Guest lecturer with required discussion board and quiz assignments. I would also assign complementary reading in the discipline of the guest lecturer. My discussion, exam essays and Immigrant Experience Assignment would also be a means to encourage multidisciplinary perspectives. I have provided the following list of guest speakers with lecture topics I have also provided tentative schedules for their guest lectures on the syllabus.

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10. Would the course be designated as:

a College Option requirement⁵? an elective? a Capstone course⁶? other? Explain.

I also plan to continue offering the course as a Liberal Arts Writing Intensive Course.

¹ An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts.

² Attach evidence of consultation with all affected departments.

³ While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline.

⁴ In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching.

⁵ To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.

<http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum>

⁶ A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee.

Evaluation Framework for Interdisciplinarity
HIS32081D: History of Immigration
Professor Peter Catapano

Information, from guest lecturers who represent a range of disciplines, is incorporated in the grading framework for the course. The following professors have agreed to participate in the course:

- Prof. Jinwon Kim, Social Science/Sociology, (Transnational ethnic communities, Post WWII Asian Immigration)
- Prof. Javiela Evangelista, African American Studies, (Caribbean diaspora, immigrant rights)
- Prof. Concetta Mennella, Law and Paralegal Studies, (Immigration and U.S. Law)

In the future, I believe specialists in the other academic fields such as Gender Studies, English and Comparative Literature, Film and Media Studies, Political Science, Economics could also provide perspective to this course

Grading Framework

Unit Quizzes (15%)

There is a quiz every week based on reading and lecture. Assigned reading will accompany each guest lectures. Furthermore, many of the assigned readings on which students will be quizzed have been suggested by guest lecturers.

Discussion Board (15%)

Student participation in discussions with guest lecturers will provide an opportunity for student interaction with guest lecture and the highlighted interdisciplinary theses. (I've provided a rubric on the interdisciplinary discussion.)

Midterm Exam (15%)

Material from guest lecturer presentations is included in the midterm.

Final Exam (15%)

Material from guest lecturer presentations is included in the exam.

Immigrant Experience Assignment (40%)

Students are asked to write an essay on the immigrant experience based on a variety of primary and secondary sources. However, before submitting the final essay they must complete five tasks. The breakdown of each assignment is the following:

1. Distinguishing Sources Quiz – 5%
 2. Submitting your Topic – 5%
 3. Research Plan – 5%
 4. Work Cited Page – 10%
 5. How to Avoid Plagiarism Quiz – 10%
- Immigrant Experience Essay – 65%**

For task 3, 4 and the final essay, students will be expected to include interdisciplinary topics and sources. (I've provided the final essay instructions and grading rubric.)

TOTAL 100%



New York City College of Technology (CUNY)
Social Science Department
History of Immigration
HIS3208/Sec OLxx
Spring 2021

- CUNY Pathways Flexible Core: US Experience in its Diversity
- College Option: Interdisciplinary Liberal Arts and Sciences course
 - City Tech Liberal Arts and Science Capstone Course
 - Writing Intensive Course

Prerequisite: ENG 1101 and a previous history CORE course (which includes HIS 1000 series or AFR 1460 or AFR 1461 or AFR 1465 or AFR 1466 or LATS 1462)

<p>Instructor: Dr. Peter Catapano 610 Namm Hall</p> <p>On Line Office Hours: Blackboard Collaborate, TBA, or by email appointment</p>	<p>Class Meeting: Asynchronous, fully Online Course. Consult Blackboard for all assignments and due dates</p> <p>E-mail: pcatapano@citytech.cuny.edu</p>
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COURSE DESCRIPTION

This writing-intensive interdisciplinary course will allow students to engage with major issues and themes in American immigration from the colonial period to the present. Emphasis is placed on examining the way race, ethnicity, class, gender and religion have shaped the lives of immigrants and their communities. Immigration will be considered from the perspectives of Legal Studies, Sociology, Ethnic studies, African-American studies, as well as social and cultural History.

WHAT IS AN INTERDISCIPLINARY COURSE?

All baccalaureate students must complete one course designed for interdisciplinary study as part of their General Education requirement. This course fulfills that requirement by providing a multi-disciplinary perspective to the study of US immigration history. Scholars from the fields of Legal Studies, African-American studies and Sociology will offer guest lectures with complementary reading material in their respective fields. The aim is for you to understand how scholars in a variety of fields approach the complex topic of immigration studies in their own ways.

<p><u>COURSE LEARNING OBJECTIVES</u> For the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the significance of immigration on the history of the United States • Identify specific contributions of the varied immigrant groups in American culture. • Discuss the nativist movements and discuss their effect on immigration. • Discuss the changing legal status of immigrants and immigration. 	<p><u>GENERAL EDUCATION OBJECTIVES</u> For the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Use primary source to conduct historical analysis. • Conduct basic research and be able to apply that research in writing. • Engage in critical thinking. • Synthesize and transfer knowledge across disciplinary boundaries.
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WHAT IS AN ASYNCHRONOUS, ON-LINE COURSE?

This course is designed as fully online and asynchronous. We will not be meeting face-to-face in person or online. Instead, you work at your own pace within a daily/weekly framework. Our main source of interaction will occur via the ANNOUNCEMENT page and DISCUSSION BOARD on Blackboard. It is important that you log on and check Blackboard regularly during the day. Your reading, tests, and assignments are posted by topic in the LEARNING UNITS tab.

ACCESS TO BLACKBOARD:

You may access Blackboard via the City Tech website (www.citytech.cuny.edu) by clicking on the Blackboard link under “Quick Links,” under the category “Logins.” If you do not have an account, click on **Register Now** to create a new student account. Click on **Student** and fill out the requested information. Type in your user name and password. Once you have logged in, you will find a link on the right side of the page named **Blackboard 9.1**. When you click on it, you will be redirected to your Blackboard homepage. Then click on your course. Alternatively, you can login to Blackboard via the CUNY Portal www.cuny.edu and click **Log-in**. For help logging in, see http://websupport1.citytech.cuny.edu/bb9student_videos/login/Login.html

CUNY PORTAL and BLACKBOARD HELP:

If you need help with the CUNY Portal, for example, you do not seem to have a CUNY account no Blackboard please contact the **Student Helpdesk** located on the 1st Floor of the Atrium (A114), inside the **Student Welcome Center**. The telephone number is **718-260-4900**, or e-mail them at studenthelpdesk@citytech.cuny.edu. If you have any technical issues, please check your device and/or contact the **Instructional Technology & Technology Enhancement Center** 718-254-8565 or e-mail at ITEC@citytech.cuny.edu. Alternatively, drop by the student lab, G-600, at any time during its hours of operation. For those new to Blackboard, or are in need of instruction, the Department of Instructional Technology will be conducting free student Blackboard workshops during the semester. Here’s the link for the training days and times: <http://websupport1.citytech.cuny.edu/studentworkshops.html> Please note that while these sessions are for hybrid sections, they will work just as well for asynchronous classes like ours. You can also find helpful tips on the various features of Blackboard (including how to “Create and Post a Thread) on the **City Tech iTEC** webpage: <http://websupport1.citytech.cuny.edu/studentbb.html>

COMMUNICATION WITH THE INSTRUCTOR:

I am available by Blackboard Collaborate for my posted office hours. I am also available via email Monday through Friday. I usually check my email for class a minimum of twice a day. While I will do my best to get back to you as soon as I can, sometimes it might take longer. I will however respond within 24-48 hours

If you send me an e-mail, please enter the course number in the subject section; otherwise, I may delete it. Also, be sure to sign your email with your full name. Some email addresses aren’t clear regarding identity and there may be multiple students with the same first and/or last name.

REQUIRED READINGS and VIDEOS

There is NO Textbook. All readings for the class are in Blackboard under in the LEARNING UNITS folders organized by date and topic. There will also be other online sources, including videos, that are required as the semester progresses. The links will be provided on Blackboard.

INSTRUCTION FOR LEARNING UNIT ASSIGNMENTS

Each topic we cover is divided on Blackboard into LEARNING UNITS. Please follow the instructions carefully. Each unit will also include required readings, quizzes, assignments, and links to discussion board. It is best to complete the UNITS in order and it is required to complete any assignment or test by the due date.

COURSE REQUIREMENTS:

All assignments for this course will be submitted via BLACKBOARD. For each unit, you will:

- Complete the unit readings and assigned videos
- Take unit quizzes
- Post the Discussion Board assignment
- Take your exams
- Submit Immigrant Experience Assignments

The calendar with due dates can be found at the end of the syllabus.

It is very important that you follow the due dates provided on the syllabus and check your email regularly. You should login to Blackboard and check announcement at least twice a week for any additional information, changes, or advice on your assignments.

ASSESSMENT

Please keep aware of all assignment dates by checking the syllabus and the ANNOUNCEMENT page for any changes. No “extra credit” or “make-up” is offered. NO LATE ASSIGNMENTS will be accepted without PRIOR approval by the instructor. Each assignment is will be weighted according to the percentage below:

- Exams: 40% (Midterm, Final, 20% each)
- Immigrant Experience Essay, 40%
- Unit Quizzes, 10%
- Discussion Board, 10%

EXAMS: There will be two exams worth 15% of your final grade. Each exam will cover one half of course material. There is no cumulative final exam. Exams are given on the dates given in the schedule below. There are NO makeup exams. Each exam will consist of multiple-choice, true or false, and/or an essay question. Further instructions on the format of the test will be made on Blackboard.

IMMIGRANT EXPERIENCE ASSIGNMENT: You will be asked to write an essay on the immigrant experience based on a variety of primary and secondary sources. However, before submitting your final essay you must complete five tasks. In order to complete five tasks that will help structure the research and composition of your final essay. Instruction details will be posted on **Blackboard**. Be aware of the due dates all five tasks must be completed to receive a grade for the assignment. The Immigrant Experience assignment will be worth 40% of your final grade. The breakdown of each assignment is the following:

1. Distinguishing Sources Quiz – 5%
 2. Submitting your Topic – 5%
 3. Research Plan – 5%
 4. Bibliography – 10%
 5. How to Avoid Plagiarism Quiz – 10%
- Immigrant Experience Essay – 65%**

Be aware of the due dates. Late tasks will be accepted but penalized. All five tasks *MUST* be completed to receive a grade for the entire assignment.

UNIT QUIZZES: There will be short weekly reading quizzes posted on a course Blackboard that correspond with each lecture topic. The quizzes provide an excellent study guide for the exams. The total value of the quizzes toward your final grade is 10%. All quizzes are open book and must be submitted by the posted due date. Late quizzes will receive ½ credit if completed before the next upcoming exam. You will have multiple attempts to complete the quiz.

DISCUSSION BOARD: There will be a Discussion Board forum for each learning unit. All Discussion Board assignments will consist of two parts: 1.) your response to the question and; 2) Comments and critiques to at least two of your classmates. To complete each assignment, you **MUST** complete both parts for a total of three posts. You will be penalized for incomplete and late submissions. Please keep in mind that your fellow classmates need to complete part 2, so it is important that you complete part 1 in a timely manner. Your diligence in posting will be helpful to both you and your fellow students' success in the class.

GRADING:

Grades will be posted to your Gradebook in Blackboard. The letter grade equivalent for your final weighted total will be assigned according to the following scale:

Letter Grade	Meaning of Letter Grade	Number Grade
A	Exceptional	100-93
A-	Superior	92.9-90
B+	Very Good	89.9-87
B	Good	86.9-83
B-	Above Average	82.9-80
C+	Slightly Above Average	79.9-77
C	Average	76.9-70
D	Poor	69.9-60
F	Failure	59.9-0

NETIQUETTE AND CLASS CONDUCT

Since this course is fully online, our primary interaction will be on Blackboard. Therefore, you will be expected to respect the collective online environment of your classmates. There are similarities between good manners in face-to-face and online classrooms. However, there are some differences unique to the online experience. Here is a netiquette list of do and don'ts to guide you through the semester:

Do	Don't
<ul style="list-style-type: none"> • Make comments and questions that are relevant to the discussion topic 	<ul style="list-style-type: none"> • Write anything that you would not share in person in a class.
<ul style="list-style-type: none"> • Use respectful and polite language in your comments 	<ul style="list-style-type: none"> • Share confidential information about yourself or others.
<ul style="list-style-type: none"> • Make comments that are thoughtful but to the point 	<ul style="list-style-type: none"> • Write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.
<ul style="list-style-type: none"> • Preserve confidential information 	<ul style="list-style-type: none"> • Use unexplained acronyms or strange notations that may be unfamiliar to readers.
<ul style="list-style-type: none"> • Respond to a comment or message by including enough information so that the context of your response is understood 	<ul style="list-style-type: none"> • Make rambling and off the topic comments
<ul style="list-style-type: none"> • Use appropriate upper and lower case and punctuation 	<ul style="list-style-type: none"> • Post a message to point out other people's errors in typing or spelling unless they have asked for the correct spelling of a name or unfamiliar concept
<ul style="list-style-type: none"> • Be aware of CUNY's Policy on Academic Integrity 	<ul style="list-style-type: none"> • Use offensive language or make fun of someone's post.

Do	Don't
<ul style="list-style-type: none"> • Think before you push the send button. 	<ul style="list-style-type: none"> • Write anything that you would not share in person in a class.
<ul style="list-style-type: none"> • Do not hesitate to ask for feedback. 	<ul style="list-style-type: none"> • Share confidential information about yourself or others.
<ul style="list-style-type: none"> • When in doubt, check with your instructor for clarification. 	<ul style="list-style-type: none"> • Write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.

ACADEMIC DISHONESTY

According to the NYCCT statement on academic integrity:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”

The complete text of the College policy on Academic Integrity may be found in the college catalog.

ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES:

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. NYCCT is committed to providing equal access to all programs and curricula to all students.

Reasonable accommodations will be made for students with documented disabilities. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know as soon as possible, but definitely before the date of the first exam, so that your learning needs may be appropriately met. If you have not already done so, you will need to provide documentation of your disability to the Center for Student Accessibility, which is located in A-237 in the Atrium Building.

Schedule of Assignments for HIS 3208: *Subject to change please check Blackboard regularly for announcements*

Dates	Learning Unit	Unit Quiz	Discussion Board Forums	Immigrant Experience Assignment Tasks
January 29, Feb. 1 -5	1. Introduction to Immigration History	Unit Quiz 1: Thurs., Feb. 4	“Welcome” Due: Wed., Feb 3.	Task 1: “Lunchroom Fight” Due: Sun., Feb. 7
Feb. 8 - 12	2. European Migration to the Colonies	Unit Quiz 2: Thurs., Feb. 11	“Life as an Indentured Servant” Due: Fri., Feb. 12	Task 2: Distinguishing Source Quiz Due: Sun., Feb. 14
Feb. 15 - 19	3. Slavery and Race in Early America	Unit Quiz 3: Thurs., Feb. 18	“Crevecoeur and Naturalization Laws” Due: Fri., Feb. 19	
Feb. 22 - 26	4. The “First Wave”: From Ireland and Germany	Unit Quiz 4: Thurs., Feb. 25	“Irish in America” Due: Fri., Feb. 26	
Mar. 1 - 5	5. The “old” New Immigrants from Southern and Eastern Europe	Unit Quiz 5: Thurs., Mar. 4	“Old” New Immigrants Due: Fri., Mar. 5	Task 3. Immigrant Experience Essay Topic Due: Sun., Mar. 7
Mar. 8 - 12	6. Beginnings of Asian Immigration	Unit Quiz 6: Thurs., Mar. 11	“Chinatown Sources” Due: Fri., Mar. 12	
Mar. 15 -19	MIDTERM EXAM (Available, Monday, October 5 at 9:00am.)	<i>All late quizzes DUE for ½ credit.</i>	MIDTERM DUE: Friday, March 19	
Mar. 22 -26	7. Nativism in the 19 th & early 20 th century	Unit Quiz 7: Thurs., Mar. 25	“Know-Nothings and Naturalization” Due: Fri., Mar. 26	
Mar. 29 – April 2	SPRING RECESS			
Apr. 5 - 9	8. From Regulation to Restriction	Unit Quiz 8: Thurs., Apr. 8	“Debate over the 1924 Immigration Act” Due: Fri., Apr. 9	Task 4: Essay Research Plan Due: Sun., Apr. 11
Apr. 12 - 16	9. Shifting Policy after World War II	Unit Quiz 9: Thurs., Apr. 15	Changes in immigration law from the end of World War II to the present. Due: Fri., Apr. 16	**Guest Speaker** Professor Concetta Mennella, Legal and Paralegal Studies.
Apr. 19 - 23	RESEARCH WEEK		Source Discussion	Task 5. Annotated Work Cited Page Due: Sun., Apr. 25
Apr. 26 - 30	10. Refugees and Asylum Seekers	Unit Quiz 10: Thurs., Apr. 29	Refugee TV News Reports Due: Fri., Apr. 30	Task 6: How to Avoid Plagiarism Quiz Due: Sun., May 2
May 3 – 7	11. Immigration and the Borderland	Unit Quiz 11: Thurs., May 6	“Borderland Reaction” Due: Fri., May 7	
May 10 –14	12. Immigration in Post-Industrial America I: New Asian and MENA (Middle East and North Africa)	Unit Quiz 12: Thurs., May 13	Factors in the increase and diversity in Asian immigration since the end of Chinese exclusion. Due: Fri., May 14	**Guest Speaker** Professor Jinwon Kim, Social Science/Sociology
May 17 –21	13. Immigration in Post-Industrial America II: Sub-Saharan Africa and Afro-Caribbean	Unit Quiz 13: Thurs., May 20	“Are you Black or African-American?” How immigration has changed ideas of race and ethnicity in the US. Due: Fri., May 21	**Guest Speaker** Professor Javiela Evangelista, African-American Studies
May 24 -25	FINAL EXAM (Available Tues, May 24)	<i>All Late Unit 7-13 Quizzes due for ½ credit by Wed., May 25.</i>	DUE: WEDNESDAY, May 25	Task 7: Immigration Experience Essay Due: Monday, May 23

Immigration Experience Guest Lecture Discussion Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Interdisciplinary Ideas	Directly addresses interdisciplinary ideas by placing the immigrant experience into a larger context.	Competently addresses interdisciplinary ideas, but does not add much new insight into the subject of the immigrant experience.	Attempts to address main question or issue, but fails. Demonstrates some information from the course material, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does not address main questions or issues and there is an absence of engagement with the speaker and the sources.
Use of evidence	Uses relevant short quotes and/or paraphrases as supporting evidence	Relevant supporting evidence. Evidence is mostly tied to your own evidence.	Evidence is not clearly linked to your analysis. Long quotes appear to “pad” length, rather than to provide support.	Irrelevant or no evidence to support claims.
Response to Classmates' Threads	All required comments. Comments are insightful and elaborate on the thread.	All required comments. Relevant comments that sometime repeats the thread.	All required comments. Comments tend to be short and repetitive. (Example: “I agree with what you wrote...”	Did not respond to the required number of classmates.
Timeliness and MUGS (Mechanics, Usage, Grammar & Style)	Submitted on the due date. Few grammatical or spelling errors.	Submitted on the due date. Several grammatical or spelling errors.	Submitted on the due date. Grammatical or spelling errors that makes understanding content possible, but difficult.	Submitted after the due date. Obvious grammatical or spelling errors that makes understanding content impossible.

If you are not familiar with City Tech policy on plagiarism, please consult the syllabus. The representation of someone's else's ideas as your own, even if not intentional, is considered an act of academic dishonesty. If you are unsure of when and how to cite the work of others – whether the words or the paraphrased ideas— please contact me, BEFORE submitting your essay.

Immigrant Experience Essay

Purpose: To use an oral history to understand an in-depth account of an immigrant to the United States and to place a single narrative into a larger historical context.

Instructions: For this assignment, you have chosen an oral history interview of a person who has immigrated to the United States. This interview will be one of your primary sources for this essay. The essay should place the oral history into the larger context of immigration based on the country of origin of your subject.

The final piece of writing should capture the voice and spirit of the oral history and answer the following questions.

- **PUSH factors:** What was the most important reason or reasons for leaving the home country?
- **PULL factors:** Why the United States, not some other country?
- **MEANS:** How did your interviewee arrive in the United States? Was it easy or difficulty? (Means is not only transportation, but ease of obtaining visas, work permits, family or work sponsorship, etc.)

Your final essay should aim for about 4-5 pages (750-1250 words). Your essay must be typed, double-spaced and uploaded to Blackboard by the due date.

In addition, the assignment must follow these requirements:

1. **INCLUDE A WORK CITED PAGE** with all sources listed in alphabetical order and properly cited using MLA in-line citation format. **DO NOT** include the annotations from your last assignment.
2. **USE AT LEAST TWO SECONDARY SOURCES** to support your claims about the oral history. Don't just retell the story of the subject of the oral history. Remember the "Lunchroom Fight" exercise. Multiple perspectives are best to find out "what really happened." **You are encouraged to use a variety of sources.**
3. Your essay **MUST HAVE A TITLE** that reflects the content of the essay. The name of the assignment, "Immigrant Experience Essay" is not a title that gives the reader an idea of what you are writing about.
4. **DON'T PLAGIARIZE.** Any final essay that is plagiarized will result in a 0 for the **ENTIRE ASSIGNMENT**. There will be no opportunity to rewrite your essay.

I have uploaded a copy of my Grading Rubric for this assignment. Read the rubric before writing to provide for additional guidelines. After finishing a draft, read the rubric again to make any changes that improve the quality of your essay.

Please upload your essay by **SUNDAY, DECEMBER 13**. Your essay will be penalized a full grade per day LATE without prior permission. **NO ESSAY will be accepted after Friday, December 18.**

Immigration Experience Final Essay

Criteria	Outstanding A (90-100)	Proficient B (80-89)	Basic C (70-79)	Below Expectations D/F (0-69)
Overall impression	Directly addresses main question or issue (push, pulls & means), and adds unique insight to the subject by placing the immigrant experience into a larger historical context.	Competently addresses main question or issue, but does not add much new insight into the subject of the immigrant experience in a larger historical context.	Attempts to address main question or issue, but fails. Demonstrates some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main questions or issues and it is obvious that author is not engaged with the subject and the sources.
Sources and Interpretation	Uses relevant and diverse set of secondary and primary sources with short quotes and paraphrases that support claims. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities regarding subject and other immigrants.	Uses relevant and diverse set of primary and secondary sources with short and paraphrases. Organizes evidence to reveal patterns, differences or similarities regarding subject and other immigrants.	Missing primary and/or secondary sources. Sources are not always clearly relevant. Some long quotes seem to “pad” essay rather than support claims. Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to the assignment. Long quotes “pad” essay rather than support claims.
Timeliness and MUGS (Mechanics, Usage, Grammar & Style)	Assignment has a title. The paper is typed, double-spaced and meets minimum length requirement. All sources cited properly in-line using MLA format. Work Cited page included. Few grammatical or spelling errors.	Assignment has a title. The paper is typed, double-spaced and meets minimum length requirement. Some sources cited in text but incomplete. Work Cited page has minor errors. Several grammatical or spelling errors.	Assignment has a title. The paper is typed, double-spaced and meets minimum length requirement. Citations missing or incorrect. Obvious grammatical or spelling errors that makes understanding content difficult.	The paper is of insufficient length and/or doesn't have a title. Citations missing or incorrect. Work Cited page missing. Obvious grammatical or spelling errors that makes understanding content impossible.

HIS 3208 ID application

Peter Parides

Mon 2/8/2021 9:07 PM

To: Peter Catapano <PCatapano@citytech.cuny.edu>;

Hi Pete,

Thanks for sending me the draft of the ID application for HIS 32098. I wholeheartedly approve of having an ID section of this class. Given how this subject lends itself to interdisciplinary analysis I think it would make a great ID course.

Best,

Pete

Peter Parides, PhD
Associate Professor of History and Chair
Department of Social Science
New York City College of Technology, CUNY
Phone: 718.260.5080

Re: Intedisciplinary course in US Immigration History.

Jinwon Kim

Thu 2/4/2021 11:38 AM

To: Peter Catapano <PCatapano@citytech.cuny.edu>;

Hi Peter,

Thank you for the invitation!

Yes, I will be happy to be a guest lecture for your course. I have taught Sociology of Asian Americans and discussed some historical backgrounds, although we mostly focused on current issues. Students are often shocked by interment camps, particularly when we compare it to how German Americans were treated differently at that time.

How many lectures do you need? I think I can think about possible topics and themes in the next couple of days and get back to you?

Best,
Jinwon

Jinwon Kim, Ph.D.
Assistant Professor
Department of Social Science
New York City College of Technology, City University of New York
Jinwonkim.com

From: Peter Catapano
Sent: Thursday, February 4, 2021 10:50:16 AM
To: Jinwon Kim
Subject: Intedisciplinary course in US Immigration History.

Hello Jinwon,

I hope all is going well. We met and talked briefly after your Social Science lecture last year on Korean immigration and globalism. For several years, I've taught a US Immigration History Capstone course. I am planning to convert the class into a interdisciplinary course. I was wondering if you would like to be a guest lecturer. I believe as a full-time faculty member you would receive course credit.

I am very flexible on topics and themes. Currently, I have a unit on post World War II Asian immigrant, but a lecture more specific to Korean immigration or the development of ethnic neighborhoods would work in the framework of the class. A lecture on globalism's effect on US immigration could also work. I'd be happy to hear any suggestions you may have.

I've been teaching the course as a US history survey course, I've attached a draft of my latest syllabus, if you'd like to get a sense of how the class has been taught. Since this class is online and asynchronous, a guest lecture can be recorded at your convenience and uploaded on my course Blackboard site.

Best regards,
Pete

Peter Catapano
Professor of History
Social Science Department
Namm 610
New York City College of Technology
Brooklyn, NY 11201

Re: Interdisciplinary Class in US Immigration History

Javiela Evangelista

Mon 2/8/2021 5:37 PM

To: Peter Catapano <PCatapano@citytech.cuny.edu>;

Dear Peter,

Thank you for reaching out. I am well, thank you! I hope your semester is off to a good start.

My work has focused on race and human rights in the Caribbean, with nods to immigration to the US, yet this is not an area of extensive research. I would be happy to discuss potential connections we can make, however if you're open to it.

Best,

Javiela

Javiela Evangelista, PhD

Assistant Professor, Department of African American Studies

New York City College of Technology, City University of New York (CUNY)

[300 Jay Street, Atrium 634](#)

[Brooklyn, NY 11201](#)

718.260.4944

From: Peter Catapano

Sent: Friday, February 5, 2021 10:36 AM

To: Javiela Evangelista

Subject: Interdisciplinary Class in US Immigration History

Hello Professor Evangelista,

I hope all is well. My name is Peter Catapano. I'm a Professor of History and have been teaching a US Immigration History Capstone course (HIS3208) for sometime now. I am in the process of revising the class into an interdisciplinary course. I wrote Dr. Effinger and she thought you might be interested in giving a guest lecture. The course is asynchronous and online, so any guest lecturer would be able to record a presentation at their convenience for me to upload to my students. I believe you receive course credit for the guest lecture.

The course currently has a unit on Caribbean and African immigration with an emphasis on the post 1965 period. I try as much as possible to connect local history to the global issues, and certainly there is plenty of opportunity to do so. There is wide latitude on the more specific themes that could be covered. I'm certainly

open to any suggestions.

If there is someone that you think would be interested, I can contact them with more details. I have attached a draft of my latest syllabus to give a sense of the course as it is currently taught.

Best regards,
Pete

Peter Catapano
Professor of History
Social Science Department
Namm 610
New York City College of Technology
Brooklyn, NY 11201

Re: Immigration, Crime, and the Administration of Justice

Peter Catapano

Thu 2/4/2021 10:21 AM

Sent Items

To: Concetta Mennella <CMennella@citytech.cuny.edu>;

1 attachments (59 KB)

HIS3208Spring2021_OL68DRAFT.docx;

Great! I was thinking of a guest lecture on current immigration law for sometime near the end of the semester. I've attached the draft of my latest syllabus to give you some sense of the course. I've you have any other ideas let me know.

My course is asynchronous so your lecture could be recorded at any time you'd like and uploaded for a set period of time.

Pete

From: Concetta Mennella

Sent: Thursday, February 4, 2021 10:13:03 AM

To: Peter Catapano

Subject: Re: Immigration, Crime, and the Administration of Justice

I would definitely be interested

Connie

Concetta I. Mennella

Chair Department of Law and Paralegal Studies

New York City College of Technology

300 Jay Street

Brooklyn, New York 11201

(718)260-5124
